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ABSTRACT

This guide describes program components and models for the provision of vocational training and skills recertification for refugees. Necessary service components are identified, and possible delivery strategies are outlined with reference to successful programs throughout the United States. The document is intended to help service providers in selecting an approach to vocational training and skills recertification that will best meet the needs of the community. In addition, it serves as a guide for evaluating current services, strengthening existing programs and developing new proposals. (Author/APM)

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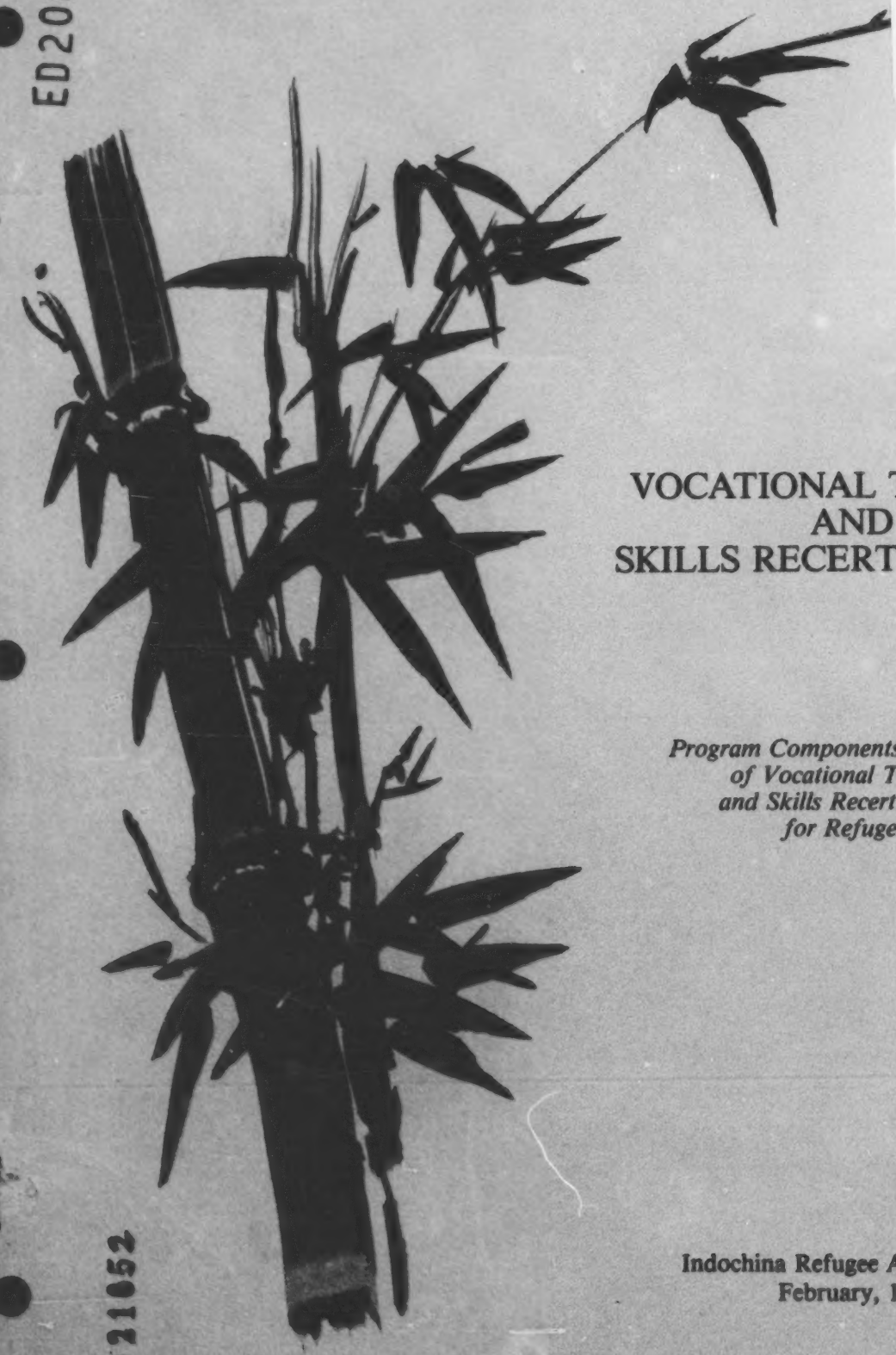

VOCATIONAL TRAINING AND SKILLS RECERTIFICATION

Program Components and Models of Vocational Training and Skills Recertification for Refugees

Indochina Refugee Action Center
February, 1981

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DOCUMENT SERIES

Program Components and Models of
Resettlement Services for Refugees

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VOCATIONAL TRAINING AND SKILLS RECERTIFICATION

Program Components and Models
of Vocational Training and
Skills Recertification for Refugees

Developed in the
Practitioner Workshop on Vocational Training
and Skills Recertification
Houston, Texas
October 15-18, 1980

Tipawan Truong-Quang Reed, Lead Consultant
and Principal Author

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Roger Harmon, Ph.D., Project Director
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DEPARTMENT OF HEALTH & HUMAN SERVICES

Office of the Secretary

Washington, D.C. 20201

March 26, 1981

Dear Colleagues in Refugee Resettlement:

Enclosed you will find a document on program components and models for the provision of vocational training and skills recertification for refugees. The document identifies necessary service components, and delineates possible delivery approaches, for vocational training and skills recertification activities. These approaches are reflective of the sucessful innovative strategies being carried out by programs throughout the United States.

The document is meant to be of use in identifying the approach or approaches for vocational training and skills recertification services that will best meet the needs of your community. In addition, it will serve as a guide for evaluating current services, strengthening existing programs and/or developing new proposals.

This document is the fourth of seven work products being produced in the Practitioner Workshop Project conducted by the Indochina Refugee Action Center (IRAC). These documents are the work of local service providers who have innovative ways of meeting the needs of refugees. The Office of Refugee Resettlement wishes to thank the participants of the Vocational Training and Skills Recertification workshop for donating their time and energy. They have made possible a document which will be of assistance to others throughout this country who are working in refugee resettlement.

Sincerely,

Roger P. Winter
Director
Office of Refugee Resettlement

Enclosures

Indochina Refugee Action Center

1025 Fifteenth Street NW, Suite 600
Washington, D.C. 20005
(202) 347-8903

April 3, 1981

Dear Friends:

The document before you represents the work of 12 individuals who met in Houston, Texas on October 15-18, 1980. These individuals, brought together from many parts of the country, have drawn on their considerable experience and diverse backgrounds to identify and outline basic models and components for vocational training and skills recertification services for refugees.

We owe the workshop participants a debt of gratitude for giving so generously of their time and talents. Special thanks go to Tipawan Reed who served as lead consultant for the workshop and as principal author of this document. The Practitioner Workshop staff also wish to thank Kay Rogers (Chief) and Kathy Do (Project Officer) of the Program Development unit, Office of Refugee Resettlement for their fine support of this work.

We hope this document is of use to you. We welcome your comments on it, and have included a short questionnaire in hopes that you will respond.

Sincerely,

Roger E. Harmon

Roger Harmon, Ph.D.
Project Director
Practitioner Workshop Project

PREFACE

The influx of Indochinese and other refugees to the U.S. since 1975 has not only tested our fundamental beliefs in human rights, but has also had a tremendous impact on the entire service delivery establishment, at all levels. It has jolted and awakened federal, state and local systems to the realization that they must shoulder the major responsibility for responding to the educational, social and occupational needs of the newcomers. The Refugee Act of 1980 has further formalized and legitimized these obligations.

Service delivery systems must recognize that if this challenge is to be faced as it must, innovative approaches to service delivery must be developed. The status quo cannot be maintained if the comprehensive needs of the client groups are to be met.

The practitioners who drafted this document firmly believe that:

- "Vocational Training and Skills Recertification" strike at the heart of the goal of assisting refugee clients in becoming independent, self-sufficient and productive members of American society.
- Given equal access to training and recertification, plus access to other social services and an equal opportunity to succeed, refugee populations have become self-sufficient and contributing members of society in a relatively short period of time.
- Refugee clients have the right to have access to training for gainful employment (at all skill levels, in all fields).
- The private sector should be tapped for resources to assist in training and recertification.
- Priority services and maximum resources should be channeled to individuals with the most need.
- With dwindling funds, it is now more crucial than ever before to make a concerted effort to initiate and maintain cooperative linkages and networks of services whereby existing resources, human and material, can be most effectively used to meet the needs of the individual.
- It is essential that refugee programs are programmatically and fiscally accountable to the public.

- The refugees play a major role in determining their own needs and solving their own problems. Thus, self-help groups should be encouraged and assisted.

It is evident that refugees come to this country with a multitude of special problems that require more than traditional or patent solutions. Therefore an institution's or agency's awareness, commitment, and willingness to respond to the need for service are critical to successful resettlement and cannot be over-emphasized.

The purposes of this document include the following:

(a) to provide federal and state administrators with basic information and minimum guidelines in order to assist them in program evaluation, program monitoring and in formulating policies and criteria for qualified service providers seeking funding for Vocational Training and Skills Recertification programs at national, state, and local levels.

(b) to assist local administrators in addressing vocational training and skills recertification needs; and

(c) to act as a catalyst for innovative programming which is effective and cross-culturally responsive to the needs of this special population.

It should be stated at the outset that information contained in this document is intended to be adapted to suit the needs of the client and local resources and conditions.

Acknowledgements

The Practitioner Workshop Project staff wish to thank Dr. Nguyen Thi Anh and Mr. George LaDue, both formerly with the National Project for Indochinese Document Evaluation (NPIDE), for their valuable contributions to the skills recertification section of the document. Dr. Anh is now Director of the Indochinese Evaluation and Career Development Service in Long Beach, California.

Yani Rose Keo of Catholic Charities in Houston and Eli Zal and Khoi Tien Bui of Houston Community College deserve warm thanks and appreciation for their logistical support and gracious hospitality, in addition to their valuable participation in the workshop.

TABLE OF CONTENTS

Page

I. DEFINITIONS

A. Vocational Training 1

B. Skills Recertification 2

II. IMPLEMENTATION COMPONENTS OF VOCATIONAL TRAINING PROGRAMS

A. Identification of Target Population 3

B. Client/Community Needs Assessment 4

C. Administration 4

D. Instructional Services 7

E. Support Services 9

III. PROGRAM MODELS

A. Model Selection 11

B. Program Models. 12

1. Bilingual Vocational Training Model 12

a. General Description 12

(CHART I: PROGRAM MODELS AND THEIR SIGNIFICANT FEATURES). 13

b. Implementation Considerations 14

c. Career Orientation and Placement for Training 16

d. Bilingual Vocational Component 17

e. Vocational Job-Specific ESL Components . 18

f. Staffing. 21

g. Staff Development 23

h. Advantages of the Bilingual Vocational Training Model 24

i. Limitations of the Bilingual Vocational Training Model 25

(CHART II: BILINGUAL VOCATIONAL TRAINING MODEL). 27

Page

2. Mainstream Model. 28

a. General Description 28

b. Implementation Considerations 29

c. Advantages of the Mainstream Model. . . . 37

d. Limitations of the Mainstream Model . . . 38

3. On-the-Job Training and Apprenticeship Training 38

a. General Description 38

b. Special Considerations 39

(CHART III: MAINSTREAM MODEL - VARIATIONS A and B) 43

IV. SKILLS RECERTIFICATION

A. General Description 44

B. Special Considerations 44

1. Intake and Assessment 44

2. Document Translation and Evaluation 45

3. Program Services/Course Offerings 47

4. Support Services 48

(CHART IV: SKILLS RECERTIFICATION) 49

Appendices

A - The Practitioner Workshop Project Vocational Training and Skills Recertification Workshop 50

B - The Practitioner Workshop Project Vocational Training and Skills Recertification Workshop Participants 53

C - Program Descriptions for Workshop Participants 56

D - Resource Materials 62

E - Funding Sources 65

I. DEFINITIONS

A. Vocational Training

Vocational training is an educational and/or training experience which enables a client to acquire information, skills and competencies specific to a trade or an occupation which results in employability in the relevant field.

Vocational training offered to refugees is funded in a variety of ways. Vocational training provided through the Refugee Resettlement Program funding of the Department of Health and Human Services, is skills training which is part of the individual employability plan. (See Action Transmittal, SSA-AT-79-33 [OFA], August 29, 1979). It may include, but is not limited to related training, including driver's education, basic education such as math and reading, English language training, job orientation, shop math, blue print reading, etc.; it may also include support services. Because of the special needs of the client population, and to ensure success in vocational training, the following support services may be necessary:

- Assessment and counseling
- Orientation to the world of work
- Housing
- Child care
- Transportation

Three general models of vocational training, with variations, are described in this document. These are:

1. Bilingual Vocational Training Model
2. Mainstream Model (two variations)
3. On-The-Job Training (OJT)/Apprentice Model

B. Skills Recertification

Skills recertification includes a spectrum of services which enable the individual to be employed in a former occupation by upgrading and retooling his/her existing skills and competencies to fit existing state and federal requirements. This spectrum of services may include but is not limited to one or a combination of the following:

1. Verification, translation and documentation of earned credentials, certificates, or degrees from the individual's home country.

2. Short term preparation for the General Equivalency Diploma and for updating existing vocational/technical skills to meet specific state requirements for recertification.

3. Occupational specific English language training appropriate to the individual recertification and employment needs.

4. Preparation for specific recertification and licensure examinations.

5. Other specific vocational and related courses as required by a state licensing board.

Skills recertification is discussed in this document in section IV, where particular attention is paid to document translation and evaluation and other program services needed to establish an effective skills recertification program.

II. IMPLEMENTATION COMPONENTS OF VOCATIONAL TRAINING PROGRAMS

Before implementing any vocational training program, there are a number of general considerations which require examination. These are delineated below as necessary implementation components. Three of these components (identification of the target population, client and community needs assessment, and administrative considerations) are similar in content to those in other types of social service programs for refugees. Two other components (instructional services and support services) are specifically focused on vocational training concerns.

A. Identification of Target Population*

Information on the local client population to be served should be obtained: A client population profile may include:

1. Population statistics
2. Age and sex (male, female, head of household)
3. Ethnic composition
4. Economic/social status
5. Socio-cultural-educational background
6. Employment pattern and status
7. Public assistance status

Sources of information include:

1. Bureau of the Census
2. State Refugee Resettlement Office
3. Regional Office, Office of Refugee Resettlement
4. INS
5. Department of Labor
6. Local public aid office
7. Local voluntary resettlement agency (VOLAG) affiliate and sponsors
8. State employment office
9. Local educational agencies and independent school districts offering English as a Second Language (ESL) and Adult Basic Education (ABE)
10. Other state service and resource agencies.

---

* In seeking access to information on individual clients, legal right to confidentiality must be observed.

B. Client/Community Needs Assessment

1. The Client

a. Educational Needs Assessment

- English language proficiency
- Native language proficiency
- Previous educational background in U.S. and home country
- Vocational training aptitude and interest.

b. Employment Needs Assessment

- Previous employment history in U.S. and home country
- Immediate, short, long-term goals
- Underemployment.

c. Social Support Services Needs Assessment

- Child care and transportation needs
- Social adjustment and counseling needs
- Orientation/intercultural activities

2. Community/Institutional Needs Assessment

a. Job market and types of jobs available
b. Employment competition and projections
c. Employer attitudes
d. Availability of training slots, training sites and teachers.

C. Administration

1. Institutional Qualification and Commitment

In considering programs to be funded, preference should be given to institutions/agencies which possess sufficient experience in the provision of vocational training and skills recertification to the client group. Institutes should provide evidence of institutional commitment and administrative support to ensure program success. Evidence of institutional commitment might include letters of support from appropriate administrative personnel as well as written guarantees of in-kind contributions (additional staff, materials, resources, etc.).

2. Management Plan

The management plan should ensure that:

a. Various cross-culturally sensitive models of outreach and recruitment are utilized where needed and appropriate, such as:

- door to door visits
- bilingual mailings
- use of mass media
- contacts with community leaders and local agencies
- speaking engagements
- intercultural activities and celebrations

b. Realistic, measurable and outcome-based goals and objectives are formulated for the programs, especially in the service area.

c. Competent and culturally-aware staff are hired and adequate supervision is provided.

d. Intra-project staff coordination is maintained through regular, ongoing planning activities and sharing of experience.

e. Record keeping and reporting are organized in a manner which demonstrates compliance with the requirements of funding agencies, and fosters accountability.

f. A sound intake and assessment program is instituted which will meet client and community needs. Program orientation should also be included to clarify to clients the projects goals and objectives.

g. Funding and other resources are adequate to maintain and support an effective program.

h. Facilities and equipment (a) are adequate to support instruction and accommodate clients needs, (b) are centrally located and accessible, and (c) are up-to-date to ensure quality training.

3. Community Support and Linkages

The agency should utilize and maximize available resources through cooperative arrangements with all public and private organizations, including unions, businesses and industries which provide or can potentially provide employment and training opportunities and support services to the clients. These entities should be oriented and sensitized to the needs of the client, encouraged to provide input, and participate in the development and evaluation of training programs and curriculum design. Refugee community resources should be tapped to provide counseling, orientation and other social services. An advisory board which is comprised of representatives from the refugee community, voluntary resettlement agencies, unions, the business section and community based service organizations should be formed.

4. Staff Development

The agency should plan and provide in-service and staff development activities which will enable the project staff to upgrade their skills and thereby be more effective and responsive in their jobs.

5. Evaluation

Internal formative and summative program evaluation should be established. Such evaluation can determine whether the expected impact on the target group has been achieved and can provide insights and feedback for improving program planning and management.

The following should be considered:

a. Student Evaluation

- Student progress (pre-test and post-test results)
- Attitudinal survey
- Case study
- Records on recruitment, retention and follow-up.

b. Project Staff Evaluation

- Classroom observation
- Peer evaluation
- Performance evaluation

c. Overall Program Impact in Terms of Goal Attainment and Measurable Outcomes

- Number of job placements
- Number of graduates from training program
- Number of students progressing from one instructional level to the next
- Number removed from public assistance

D. Instructional Services

1. Curriculum

Existing curriculum should be adapted to provide for the special needs of the refugee client, such as:

a. The development of English language skills related to vocational instruction and employment

b. An understanding of cultural values and attitudes related to the American educational system and the world of work

c. The development of positive self-image

d. An understanding of equal employment practices and resources.

2. Instructional Materials

Instructional materials should be acquired, adapted or developed which take into account the culture and language proficiency of the students, such as:

a. Vocational materials in simplified English
b. Bilingual or native language vocational materials
c. Vocational English as a Second Language (VESL) materials
d. Audio-visual instructional aids.

3. Teaching Strategies

Teaching strategies should be compatible with the students' culture, experience and learning styles, and may call for:

a. Hands-on experience
b. Demonstrations
c. Peer group instructions
d. Frequent repetition of tasks and terms
e. Limiting vocabulary used in instruction
f. Practice of all language skills including reading, writing and speaking by students
g. Allowing more practice time.

4. Staffing

Competent and sensitive staff should be hired, reassigned and/or teamed to meet instructional objectives. Staffing needs may include:

a. Bilingual recruiter/outreach worker
b. Materials developer/translator
c. Language and vocational testing specialist
d. Bilingual vocational instructor/aide
e. Vocational ESL teacher
f. Program coordinator
g. Bilingual counselor or counseling aide

Developing innovative means of sharing staff specialists between institutions is encouraged.

5. Staff Training

In-service plans and staff training activities should be provided in a variety of areas, such as:

a. Cross-cultural sensitivity
b. Cultural background and information
c. Language acquisition
d. VESL techniques and methodologies
e. Material adaptation
f. Team teaching strategies
g. Refugee resettlement objectives and programs

E. Support Services

To ensure success in vocational training programs, the following support services should be made available to the client:

1. Guidance and Counseling

A program objective should be guidance and counseling which fosters a positive self-image in the client, offers orientation to the world of work, and includes career counseling. This is best achieved through bilingual/bicultural staff, but can also be achieved through other staffing arrangements.

2. Job Development, Placement and Follow-up

Job development, placement and follow-up are critical to the success of vocational training programs. These activities should include regular contacts between the job developer, the counselor, instructors, and the client. The success of job placement is dependent upon the agency's contact with the business sector. Follow-up after the first week of placement, as well as after 30, 60, and 90 days should reduce or eliminate any difficulty which may arise between the employer and employee. Employer orientation, including explanation of the employee's cultural background and special needs, is encouraged.

3. Child Care and Transportation

Child care and transportation are often barriers to successful completion of vocational training. To ensure full participation in a training program, child care services can be provided by the agency itself or through cooperative arrangement with other local resources.

Transportation can also be provided through:

a. Stipends.
b. Bus-passes/tokens. Students should be oriented to using the mass transit system.
c. Mileage reimbursement for drivers who carpool.

4. Information on Financial Assistance

Appropriate information on financial assistance and how to obtain such funds should be provided.

5. Information and Referral

Information and referral should be an integral part of the support services component, especially in areas of services not provided by the agency; e.g.: legal, medical, family counseling, mental health, etc.

6. Translation and Interpretation

Translation and interpretation capabilities, especially during emergencies or crisis situations, are of paramount importance.

III. PROGRAM MODELS

A. Model Selection

Once the target population has been identified and a client and community needs assessment has been undertaken, the program administrators must decide which approach, singly or in combination, is most responsive to student needs as well as appropriate to the available resources of the institution and community. Vocational training models vary from a special program designed exclusively for one linguistic group, namely the bilingual vocational training model, to mainstream approaches whereby refugee students are placed into existing training systems.

There are variations within the several models. The general criteria for model selection or variations thereof depend on the clients' characteristics, their training and employment goals, the job market and, equally important, the extent of the institution's willingness to adapt and reshape the existing system and/or design a special program to meet client need.

It should be noted here that the models presented in this document are neither exhaustive nor mutually exclusive. A combination of models can be implemented, as appropriate.

To assist program administrators in model selection, Chart I summarizes distinguishing features of three models. Other program characteristics and implementation characteristics unique to each model are discussed throughout this section. Chart I identifies:

1. Bilingual Vocational Training - Training is offered through the medium of two languages.

2. Mainstream Model, Variation A - Students with high intermediate level of English proficiency are placed directly into vocational training with instructional support services.

3. Mainstream Model, Variation B - Students with high beginning English proficiency level are enrolled in specially designed intensive, short term, vocational English, followed by placement into vocational training.

Additional training approaches, on-the-job-training, and apprentice training are not included in Chart I, but are discussed in Section III.

B. Program Models

1. Bilingual Vocational Training Model

a. General Description

Bilingual vocational education offers training through the medium of two languages. The student's first language is used to ensure understanding and to begin vocational training with a minimum of English. English is taught to ensure that the trainee, upon completion of the program, can handle the English requirements of the job.

Bilingual vocational training at present is the only model that will serve the person with severely limited English proficiency, though it has been demonstrated to be effective for trainees with English proficiency levels ranging from zero to near-native English. Further, it is equally effective for students with no prior job skills as well as for those with skills which need to be adapted to the American job scene.

Bilingual vocational programs can be conducted by schools, private organizations and industry, and governmental agencies capable of organizing efficient training sites readily accessible to the population to be served. It is most efficient in areas where there is a significant number of people sharing the same cultural and language backgrounds; the program can be adapted, however, to accomodate smaller and/or more diverse groups.

CHART I: PROGRAM MODELS AND THEIR SIGNIFICANT FEATURES

Significant Features*		Program Models		
		Bilingual Vocational Training	Mainstream A	Mainstream B Pre-Voc. Training
Class Size & Ethnic Composition	Small ** - homogeneous group		•	•
	Small - heterogeneous group		•	•
	Large - homogeneous group	•		
	Large - heterogeneous group	•		
English Language Prof. requirement	none	•		
	High-intermediate to near native		•	
	Low beginning to near native			•
VESL-Offered	Concurrent with voc. skills training	•		
	Prior to vocational skills training		•	•
Primary Language of Instruction	English and student's native language	•		
	English		•	•
Length & Intensity	Short term - intensive	•		
	Long term *** - non-intensive		•	•
Vocational Training Option	Limited	•		
	Wide range		•	•

* These characteristics are not mutually exclusive, but for summation purposes, they should be viewed as generalizations.

** Generally, the term small means a number too small for the minimum enrollment needed to comprise an individual class.

*** This refers to vocational training which is generally non-intensive while the pre-vocational training is more intensive. With any of the approaches, "the basic issue is one of how and when to use the first and second languages. Generally speaking, the lower the level of English proficiency, the higher the level of programmatic assistance, and the more rapidly the student can progress through the program. All approaches, however, presuppose a strong base of support services and coordination with existing programs." (Vocational Education for the Limited English Speaking, 1979:19)

b. Implementation Considerations

(1) Assessment of the Job Market

In planning a program the staff must select one or more skills to be trained. Choices depend upon:

- number of available jobs to be filled
- availability of training sites and teachers
- length of required training time

In order to most successfully place their trainees in jobs, projects should provide training only for skills for which there is a strong likelihood of existing jobs. Seeking information from local, state, and federal employment services, as well as active participation of a strong advisory committee, will help insure that programs offer skills training in areas needed in the job market.

(2) Language Assessment

Language assessment involves testing oral proficiency (listening and speaking) and written proficiency (reading and writing). It is advisable, when possible, to establish the trainee's proficiency in technical language. Tests of reading and writing are appropriate only when job skills require reading and writing.

Native language assessment. Because a significant portion of the trainee's program will be conducted in his/her native language, the project needs to determine:

(a) What language the trainee is most proficient in;
(b) Whether the trainee knows any technical part of that language; and
(c) Whether the trainee can read and write that language.

At the present time there are no formal tests to measure Indochinese languages, but informal measures can be used (e.g., a modified 'Cloze procedure' might be used to test a client's reading level).

English proficiency assessment. The purpose of testing English proficiency is to establish how great a trainee's need is for English language instruction, and thereby enable the staff to plan an appropriate English program.

(a) Where possible English tests should test the language of vocational training and work.
(b) Programs may also use one of the several available tests of general purpose ESL which are appropriate to adults.

(3) Assessing Vocational Skills

Vocational/educational background. The most successful vocational programs pay close attention to the previous experience and education of the trainees. Most refugees do not have official records and references. In interviews with potential trainees, a bilingual counselor, with sufficient knowledge of both the American world of work and a refugee's original employment milieu, can reconstruct a fairly complete record of:

- educational background
- previous vocational training
- previous work experience

Vocational aptitude. In fairness to the trainee, any vocational aptitude assessment should be administered in his/her native language. Existing measures can be adapted by using visuals and stimuli, but directions should be given and responses received in the trainees' first language.

c. Career Orientation and Placement for Training

For the refugee who is unfamiliar with the American work scene, a realistic career exploration program is very important. Career information should be given in the trainee's native language and can be presented by:

- hands-on experience
- media
- lecture and discussion
- field trips
- role models - as guest speakers.

Additional data can be derived about the trainee's aptitude by observing his/her response to the orientation program. Information should focus primarily on:

- job interviews
- work conditions
- company policy
- salary considerations
- job mobility

As much as possible the refugee's stated preferences, as well as information gained from the pre-training assessment, should be considered in placing him/her in training.

It should be pointed out to the student during the orientation session that the aim of the training program is to equip him/her in the marketable vocational skill as soon as possible. This short term training should not be perceived as a dead end. Rather, it will provide the student with solid foundation upon which his/her long range educational goals can be built.

d. Bilingual Vocational Component

(1) Vocational Curriculum. Vocational instruction should be offered in two languages. The purposes for which each language should be used are as follows:

(a) The trainee's native language should be used to:

- introduce new terms (tools, equipment, etc.)
- introduce concepts and processes
- introduce and employ safety measures
- make explanations of vocational phenomena
- receive trainee's reactions to introduction
- evaluate trainee's skill performance

(b) English should be used, after vocational ESL instruction in a given vocational unit, to:

- reinforce terms learned in vocational ESL class
- reinforce language concepts and processes
- give, and respond to, safety messages
- understand and explain reasons for actions

(c) For each skill to be trained, a curriculum framework should be developed to include:

- goals and objectives
- analysis of each sub-skill to be learned
- instructional strategies to be used
- instructional materials to be used
- evaluation of each task or unit of instruction

(2) Materials. It is unlikely that programs will find many vocational textbooks in many refugee languages; certainly a textbook in English will be virtually useless to a severely limited English reader. Since translation is a time-consuming and arduous process, it should be used primarily for:

- essential processes
- safety language
- captions and labels on graphs, charts, and pictures
- essential terms important to instruction and information

Types of materials which seem to be useful are:

- safety signs
- models
- pictures and charts
- slides, tapes, filmstrips
- teacher-made handouts

The language chosen for materials (trainee's language or English) depends on the trainee's linguistic ability to use the material.

(3) Instructional Strategies. Instructional strategies chosen should be appropriate to the group to be served. Especially promising for refugees are:

- hands-on experience
- demonstration
- small group instruction
- individualized instruction
- repetition of essential tasks and terms

For students who are severely limited in their English proficiency and also have little or no educational background, it is doubtful that much use of the lecture format will be profitable.

e. Vocational Job-Specific ESL Components*

(1) Curriculum. The significant difference between the vocational and vocational ESL teacher in a bilingual vocational program is that the vocational teacher is responsible for teaching the skill itself whereas the ESL teacher teaches the language of the skill.

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* For the sake of brevity the abbreviation VESL will be used throughout this document to mean vocational/job specific English taught as a second language which is different and distinct from general purpose ESL and pre-employment (job seeking and career awareness) ESL.

To develop an English curriculum, the teacher should use the same vocational objectives designated for the training component. He/she then identifies the language associated with that vocational instruction. The language of any skill area will probably fall into the following categories:

(a) Names of all tools. They should be classified as to type, the generic name taught first; then, as finer discriminations can be made, new words learned.

(b) Names and description of processes and procedures.

(c) Safety language: signs, rules, verbal and non-verbal signals.

(d) Related paper work: orders, reports, bills, etc.

(e) Essential on-the-job communication events: foreman to worker, worker to customer, explanations (what and how).

(f) Language of trade manuals, parts manuals, directions.

(g) Language of vocational instruction (from curricula, texts, lists of objectives, job descriptions).

Identification and teaching of vocational job-specific language requires cooperation between the vocational and ESL teachers. The following steps are recommended in planning the ESL curriculum:

Step 1: Gather all materials which might be helpful, including inventory lists, and prepare a vocabulary list. This will probably be done best by the vocational staff.

Step 2: By observing the class, talking to a vocational instructor, or reading the vocational curriculum, make a list of frequently-used sentence structures. This should be done by an ESL specialist.

Step 3: The vocational teacher and VESL teacher, working together, should set priorities in terms of frequency of use of materials, importance of use, and how early in training they will be needed.

Step 4: The VESL teacher, monitored and helped by the vocational teacher, should structure the prioritized data into lessons.

There will be a tendency for ESL teachers to teach a general or non-job-specific type of English. Though there is no argument here about the value of general English, it must be recognized that there are significant differences between general and job-specific language training. The real priority in bilingual vocational language training is the learning of vocational language which enables the trainee to get and hold a job in an English speaking work area. Carefully selected vocational English is not only more useful, it is also learned more rapidly. Further, if vocational language is taught simultaneously with the skill it represents, motivation is higher, reinforcement is more immediate, and retention is greater.

The pattern for teaching vocational skills and related language is as follows:

(a) The vocational teacher introduces a term, process, safety message, etc. in the trainee's native language. The teacher is responsible for establishing meaning.

(b) The ESL teacher introduces some terms/phrases in English and provides both structured and unstructured drill.

(c) When the trainee has had sufficient training in the English language, the vocational teacher has the trainee use the English language while practicing the vocational skill.

(2) VESL Instructional Strategies. Effective methods in teaching VESL include:

(a) Bringing actual tools and equipment into the ESL classrooms when possible and labeling them, and using essentially the same materials as are used in the vocational class.

(b) Using mock-ups and charts.

(c) Bringing the ESL class into the vocational classroom.

(d) Reinforcing terms and processes learned in the vocational classroom.

(e) Small group instruction.

(f) Individualized instruction.

f. Staffing

Past history has indicated that the most successful bilingual vocational programs are those in which most or all of the staff are themselves bilingual. Thus, a program should do its best to employ a bilingual staff. At a minimum the counseling staff must have bilingual capabilities.

Clearly, it may be difficult in some instances to find a qualified teacher who is bilingual, though every effort should be made to do so. One might list the options for acquiring bilingual capability, from the optimum to the least desirable model.

Most desirable:	Staff member is bilingual.
Mid-range:	Monolingual English speaking teacher supported by a full-time bilingual aide.
Less desirable:	English speaking teacher supported by a part-time bilingual aide or tutor who may serve several classes. Some projects have employed graduates of previous programs as aides or tutors.

Least desirable: Peer assistance - an advanced student or one who knows more English can assist a less able student.

The numbers of trainees and the intensity of training will dictate the number of staff members to be employed and whether they work full-time or part-time. Though the best success comes in programs where training is the student's primary activity, many excellent programs do training after work hours, on weekends, and two or three days a week. In such programs the teachers may find that training time must compete with full-time employment.

Personnel to be hired for a bilingual vocational program include the following:

- Administrators - Director, coordinator as needed
- Instructors - Vocational
  ESL
  Related subjects (math, reading, as needed)
- Counselors - Vocational counselor
  - Job developer (function may be handled by vocational counselor)
  - Counselor of social support services (function may be handled by counselor or administrator)
- Support staff as needed - Clerical and custodial
- Curriculum developers and supervisors as needed

One serious consideration in staffing is scheduling time for the staff to meet to plan, coordinate, and discuss problems of individual students. The following suggestions should serve to increase overall staff interaction and cooperation:

(1) All staff should meet together regularly and frequently.

(2) Vocational and language teachers should meet regularly to develop a curriculum and plan strategies.

(3) Vocational and language teachers should attend each other's classes fairly regularly.

(4) The language teacher should attend the vocational class periodically.

(5) Both vocational and language teachers should follow a common curriculum based on vocational objectives.

(6) Counselors should attend classes to be more alert to problems.

(7) Continuous reporting of student progress should be kept on a common record, usually by the counselors.

g. Staff Development

As is true in all educational programs, the more competent the staff is, the better the results will be. Programs should recruit the most qualified staff available.

Since the bilingual vocational concept is relatively new, there are few teachers now fully prepared to be effective with limited English speakers. As an example, a well qualified vocational teacher may not know how to teach refugee students, as linguistically and culturally different as they are from general students. A well-trained teacher of English as a Second Language may not know how to identify or teach vocational English.

A word of caution is appropriate at this point. A teacher who can teach English to English speakers may not be prepared to teach English as a Second Language. This task requires special understanding and skills not taught to regular English teachers.

It is feasible, however, when an ESL teacher is not available to give a regular English teacher the additional training to acquire skills to teach second language learners.

Topics most critical to be addressed in staff development are:

(1) How to recognize cultural patterns of trainees and adapt the pattern for better acceptance in the American work place. This is a recommendation that the refugee needs to learn new cultural patterns in addition to the ones he/she already knows - both sets to be used when appropriate.

(2) How to present vocational instruction bilingually.

(3) How to identify and teach job-specific language.

(4) Strategies of teaching English as a second language.

(5) Coordination of vocational and language components.

(6) How to identify and meet personal needs of refugees which will enable them to stay in training.

(7) Assessment and evaluation of trainee progress.

h. Advantages of the Bilingual Vocational Training Model

Advantages of a bilingual vocational education program are many. Of primary importance is the fact that vocational training is made accessible to persons of limited English speaking ability who otherwise would not be able to participate until they reached a fairly high level of English language proficiency. Vocational training need not be delayed because of limited English language ability, but can be taught simultaneously with the English that relates to the job for which training is being provided.

Every aspect of bilingual vocational education is directed toward learning job skills. The primary goal of the program is job readiness. Bilingual vocational education most adequately meets the needs of limited English speakers to prepare them for entry into the job market, and to enable them to achieve self-sufficiency and self-determination.

i. Limitations of The Bilingual Vocational Training Model

The major disadvantage of the bilingual vocational approach is the lack of vocational training programs which the limited English speaker has to choose from. It is optimal for there to be a fairly large number of persons from a homogeneous linguistic ethnic and cultural group to establish a comprehensive bilingual vocational training program. This fact necessarily limits the choices of vocational training programs available to the learner.

Another limitation is the lack of qualified bilingual vocational instructors, vocational ESL instructors and support staff who have been trained in the approaches found to be most effective with limited English speakers.

Bilingual vocational education programs generally do not offer students certification or degree status. Often there is little coordination between the bilingual vocational program and the training institution.

Linkages need to be developed among all aspects of the training and placement process to ensure success of the bilingual vocational program.

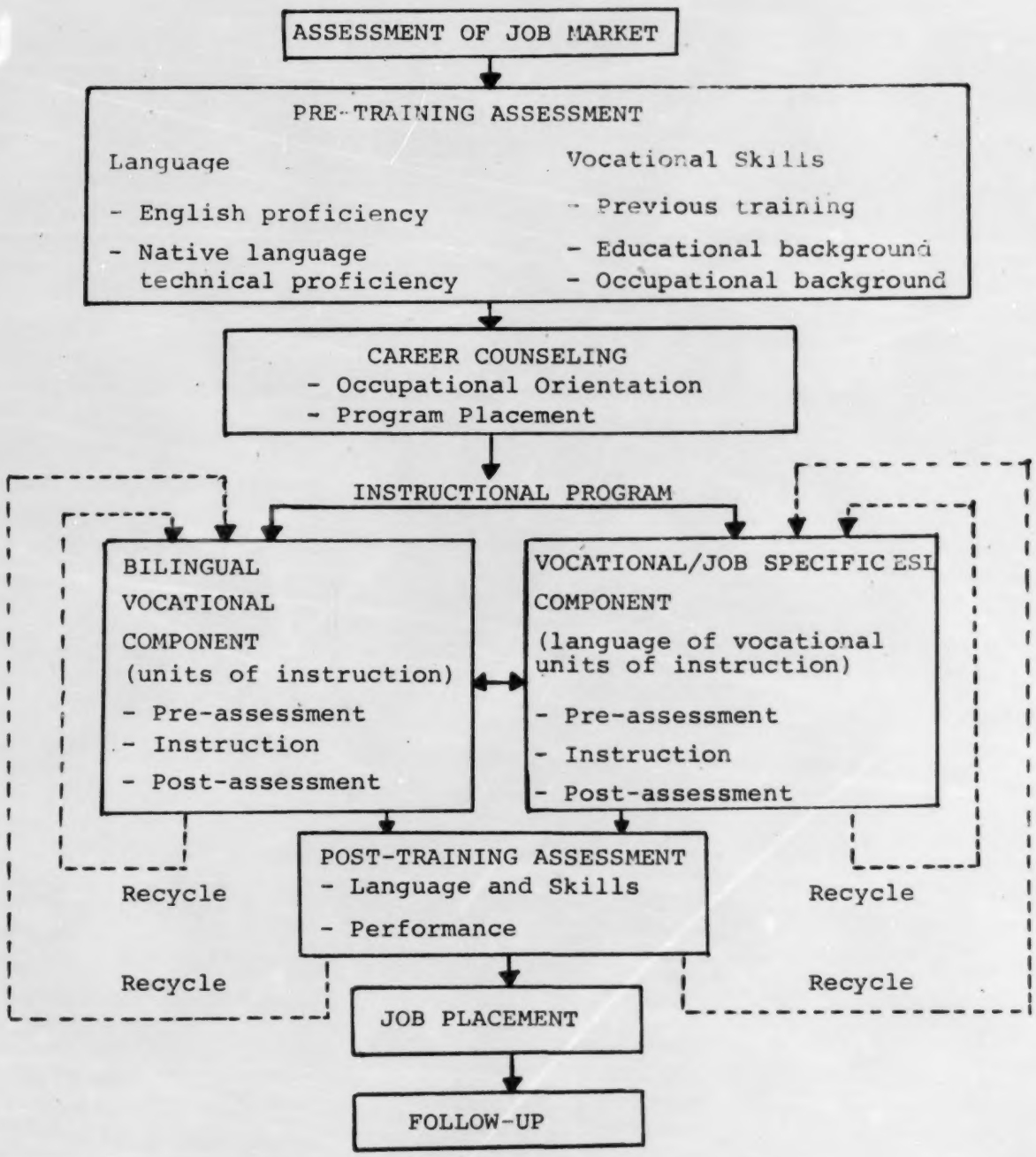
There is also a lack of appropriate bilingual vocational training and assessment materials.

In general, the advantages outweigh the disadvantages because this approach provides adult refugee learners, who are handicapped by their severely limited English proficiency, with equal and direct access to vocational training - an opportunity which is otherwise unavailable to them.

Although the field of bilingual vocational training is still in its formative stage of development, successful projects have been implemented throughout the U.S., particularly those funded through the Office of Bilingual Education and Minority Language Affairs (OBEMLA), U.S. Department of Education (See Appendix E).

In attempting to meet the vocational training needs of adult refugees with severely limited English ability, and no educational or employment background, institutions should explore the feasibility of implementing the bilingual vocational training model.

CHART II: BILINGUAL VOCATIONAL TRAINING MODEL
(Flow Chart for the Limited English-Speaking Student)



2. Mainstream Model

a. General Description

The mainstream model provides vocational training as part of a regular service available to the general public. As the title of this model suggests, students are trained along with the institution's regular enrollees, while utilizing available supportive services in order to successfully complete the training. Two variations of the mainstream approach are identified: 1) Variation A, in which students with a high intermediate level of English proficiency are placed directly into vocational training with instructional support services; 2) Variation B, in which students with high beginning English proficiency level are first enrolled in intensive, short term, pre-vocational training, followed by placement into vocational training. Besides specific language proficiency requirements, exposure to formal educational settings and high motivation on the part of the student are also prerequisite to enrollment into mainstream model training programs.

In programs using the mainstream model, students with severely limited English proficiency are enrolled in basic ESL instruction prior to placement in pre-vocational and vocational training programs. In effect, actual vocational training is postponed until the individual has obtained an appropriate English proficiency level. One danger of this approach is that students may remain in the ESL program for long periods of time. Although some institutions have opted for this approach,

it is strongly suggested that if basic ESL is needed, it should be offered in conjunction with or incorporated into the pre-vocational program.

Mainstreaming is a common approach used by institutions offering a wide range of vocational choices. This model is especially efficient for serving an ethnically diverse group. Mainstreaming is often the preferred option for serving small numbers of refugee clients.

Even though clients may be mainstreamed, the institution will need to insure that support services, such as tutoring, counseling, transportation and child care are provided to the participants in order to assist them to complete the training in the specified time.

b. Implementation Considerations

(1) Administration

Mainstream programs require the planning and development of effective working arrangements between:

(a) Institutions offering vocational training and public and private agencies in the community which offer supportive services.

(b) Public and private institutions offering vocational training, and employers in the community.

In addition, adjustments within the mainstream program must be made to accommodate the special needs of the students. These adjustments are described in the following section.

(2) Instructional Services

(a) Placement Criteria

Variation A: (Direct access to vocational training).
The student possesses the following: upper intermediate English language skills; learning skills achieved through formal secondary education or its equivalent in his/her native country; appropriate financial resources; realistic training and employment goals; and the interest, aptitude and commitment to meet these goals.

Variation B: (Pre-vocational training).
The student possesses the following: a high beginning English proficiency level; literacy skills in his/her native language; some prior formal education; interest, aptitude and commitment to enter an intensive short term program prior to enrollment in vocational training; and occupational expectations congruent with the objectives of the pre-vocational and projected vocational training programs.

These strict criteria are necessary due to the intensive nature and time constraints of a pre-vocational program.

(b) Staffing

Variation A: A variety of staffing combinations are possible. Staff members should include vocational instructors, aides, tutors and counselors. A coordinator should be designated to help link the activities of these various people. It is suggested that the vocational instructor be bilingual in the language of the dominant group whenever possible. However, bilingual

vocational instructors are few in number; thus, various other staffing combinations which should be considered are as follows:

(1) An English speaking vocational teacher (given orientation to ESL/VESL methods) teamed with a bilingual staff member (teacher, aide or volunteer).

(2) A bilingual staff member providing tutorial services.

(3) Bilingual VESL tutor.

(4) Monolingual English speaking VESL tutor.

Variation B: Pre-vocational training should incorporate personnel with expertise in the areas of vocational training; VESL; basic skills including math, reading and writing; remedial instruction; career exploration; orientation; and ESL. Bilingual staff capability coupled with tutors and volunteers will greatly strengthen the program.

(c) Staff Development and Training (See also suggestions in bilingual vocational training model above, page 23-24). Regardless of the mainstream variation selected, training workshops should be conducted to enhance staff capability in understanding students; cultural and educational background and special needs. Staff meetings need to be conducted regularly to stress the importance of integrating and coordinating activities among the vocational and VESL instructors, job developers and bilingual counselors.

Such activities will contribute to the staff team-building concept and insure staff effectiveness in dealing with clients. Project staff, including tutors and volunteers, should be given initial orientation and ongoing training in the following areas:

(1) Cross-cultural sensitivity
(2) Cultural information about the specific ethnic groups receiving instruction.
(3) ESL/VESL teaching techniques.
(4) Methods of adapting materials for the limited English speaker, with special emphasis on ways of teaching the technical terminology of the specified occupation.
(5) Team teaching approaches.
(6) The refugee resettlement program and local training activities as they relate to the client's employability plan.
(7) Orientation to the vocational training program, to the courses offered in the program and to the materials used in the courses.
(8) Orientation to the world of work and to the local employment picture.
(9) Adaptation of counseling techniques and materials to the specific needs of the Indochinese clients.

(d) Curriculum Development

To the degree possible, materials used in both vocational training and pre-vocational training programs should be adapted to meet the needs of the individual clients. Existing resource materials should be sought out. (See Appendix D for short bibliography of materials.) Such resource materials may include reliable bilingual dictionaries, glossaries of technical terminology, audio-visual aids, and VESL and ESL materials designed for the types of clients being served.

A staff team can work together to formulate and/or re-sequence curricula to accomodate the needs of the refugees as well as the other students in class. The team can work together to devise strategies for teaching which are more suitable for the limited English speaking students.

Support staff can work with the vocational instructors to identify, gather and develop instructional materials utilizing the native language and/or simplified English.

In order to assure that internal staff coordination be established and maintained, and that curriculum consistency is insured, it is advisable to appoint one individual as curriculum coordinator for refugee needs.

For effective curriculum development in this area, the following are important:

(1) Business and industry should be encouraged to provide input into curriculum to assure relevant targeted training requisites. Currently, most certified vocational training programs involve business and industries in curriculum development.

(2) Coordination between the staffs of cooperative agencies, especially between the VESL instructors and the vocational skill instructors is essential to assure relevance and articulation of the curriculum used.

(e) Subject Areas of Instruction

Subject areas include skills training in welding, machine shop, key punch, cosmetology, and other subject areas. Training may lead to a certificate or degree.*

The curriculum content areas in the preparatory training program (Variation B) should include:

(1) Survival ESL
(2) Remedial math, reading, writing
(3) VESL
    - Technical terminology
    - Technical concepts
    - Safety terminology
(4) Work orientation
(5) Career exploration and work evaluation
(6) Other instructional services which assist the student in preparing for vocational training.

If Basic ESL is pursued prior to pre-vocational training, the curriculum should be occupational and related. General ESL instruction to refugee students should include the language of work and occupations.

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* Vocational skills training may be organized into courses of study leading to either: a) a certificate of completion (followed immediately by job placement); or b) an associate arts degree. In the Houston Community College program as in many other programs, job placement (part or full-time work) is encouraged after completion of a few basic courses. Financial support is offered to the refugee only during study of the basic courses; it is up to the student to pay his/her own tuition or obtain financial aid available to the general public while completing the elective courses needed to obtain the associate arts degree (in such courses of study as electrical technology, drafting and computer programming). Explanation of this system to the public has helped the community understand that limited help is given to the refugee (as opposed to a 'free ride') and underscores the dedication of the refugees to improving their own situation through using their own funds.

(f) Instructional Strategies (See also bilingual vocational section above, page 18 .)

Instructional strategies for all variations of the mainstream model should be appropriate to limited English speaking adults. Whenever feasible, strategies should incorporate modes of instruction comfortable to the particular ethnic groups being served.

Following are strategies which should be considered:

(1) Use "hands on" approaches whenever possible.
(2) Use repetition of the same language.
(3) Use small group tutorial and individualized modular instruction whenever possible.
(4) Adjust time level for meeting instructional objectives.
(5) Although the primary language of instruction in this approach is English, the use of native language to check comprehension is helpful.
(6) Use demonstrations and visuals to support oral presentations.
(7) In the area of career exploration, the following should be considered:

- field trips
- guest speakers drawn from the client community (individuals who have gained training and are employed)
- short term work experience
- exposure to occupational skills training
- vocational assessment utilizing "hands on" work evaluation situations.

(g) Student Evaluation

Evaluation is a responsibility of the mainstream institution. In all cases the refugee client will be expected to take and pass the same evaluation intended for native speakers in the mainstream program.

In addition, the bilingual support staff should periodically assist in assessing student progress, at least in the following areas:

(1) Required technical language (oral/written/comprehension/production).

(2) Essential safety language (oral/written/comprehension/production).

(3) Essential processes and procedures (oral/written/comprehension/production).

(4) Comprehension of the nature of interpersonal relationships encountered in the job related environment (relationships and expectations; supervision; peers, etc.).

(h) Support Services

To assure the client's successful completion of vocational training, it is suggested that support services be made available throughout the client's participation in the program. Once the client is placed in pre-vocational or vocational training, the client may need additional instructional support services in order to assist him/her through the training process. These support services may include:

(1) interpretation (translation) services
(2) VESL instruction
(3) technical tutoring
(4) remedial instruction.

The client may have access to these services by attending class or tutorial sessions before or after training hours, during "release time," or on a temporary, as-needed basis. Instructors and counselors should encourage clients in this effort whenever appropriate.

In the mainstream approach, peer support for the student may be lacking. This necessitates a close relationship between the client and a sensitive counselor (training institutions may have counseling staff specially

designated to assist minority students) or the utilization of peer counseling teams. In addition to informal contacts, formal counseling sessions may be established in order to assist the clients in maintaining their focus on their employability plan.

Support service staff should also be available to assist vocational training staff in adapting their instructional strategies to better meet the needs of refugee students within their classes. The availability of bilingual and tutorial staff to assist in individualizing instruction and to present material in the native language can be a major factor in assuring a successful training experience.

c. Advantages of the Mainstream Model

(1) The model provides clients with maximum options for vocational training.

(2) The model makes optimal use of existing resources without establishing new systems.

(3) The model encourages cooperation among local service deliverers.

(4) The model accomodates a heterogeneous group of clients and can be used with small or large groups of students.

(5) In many cases superior facilities are available in institutions which mainstream clients.

(6) Students will be subject to the evaluation practices of the mainstream institution, thus assuming the students' ability to perform on a par with their American counterparts.

(7) Once a client obtains the English proficiency necessary to function in vocational education training, success is predictable.

(8) The model provides for maximum advantages in job placement through cooperative links with the private sector.

d. Limitations of the Mainstream Model

(1) The model does not accomodate clients with severely limited English proficiency or formal education.

(2) Coordinating a variety of systems is often difficult to achieve.

(3) Services are not always located in the same facility. Thus, when referrals are made, there is no guarantee that the client will receive the service.

(4) The model postpones vocational training until clients obtain an acceptable level of language proficiency.

(5) Competition for available slots is often keen.

(6) The provision of necessary support services may be difficult unless the institution initiates formal cooperative linkage with outside agencies.

(7) There is a possible lack of supportive peer group in the instructional setting.

(8) Evaluation may not account for the refugee's linguistic and cultural differences.

3. On-The-Job Training and Apprenticeship Training

a. General Description

The partnership between the employment and training system and the private sector has been largely overlooked and undeveloped. OJT and apprenticeship training are both possible training options which should be pursued. The major distinction between these training modes and the aforementioned approaches is that the latter is generally conducted by the private sector, and the former by local public educational agencies and/or vocational technical centers. The establishment of these alternative training opportunities involves extensive cooperation, coordination and formal agreement between refugee service providers and unions, private businesses and industries, and government programs such as CETA. Depending upon the local client profile, the job

market, and the willingness of the private sector to provide such training opportunities, either the bilingual vocational and/or the mainstream model(s) can be implemented in OJT and apprenticeship programs.

A clear benefit of OJT is that the trainee is:

(1) earning a salary while training;
(2) learning to do work the company needs; and
(3) receiving the various aspects of his/her training program in a coordinated fashion.

b. Special Considerations

(1) Outreach, Coordination and Linkages

Establishing an OJT or apprenticeship training program for refugees requires contacting local businesses, unions and/or CETA program personnel. Public relations activities, including promoting community awareness and holding orientation sessions, should be initiated to spark the interest of potential employers. Such activities should minimally focus on:

(a) The client employment profile, emphasizing the strengths of refugee workers

(b) The short and long term benefits, in terms of productivity, of hiring refugees

(c) The availability of subsidized federal funds for training the limited English speaking population, e.g., the Targeted Job Tax Credit (TJTC).

(d) Availability of other support services to the client.

Private businesses, industries and unions are, by and large, reluctant to establish in-plant training programs specifically for the limited English speakers.

Some identifiable reasons for this resistance are:

- The lack of expertise in setting up a program for the targeted group.
- The clients' lack of English proficiency, coupled with stringent safety regulations, which raises the issue of company liability.
- The expensive equipment and material which may be damaged if directions are not understood.

Nonetheless, private industries and businesses, especially those which have had positive results in training and employing refugees, are willing to initiate training programs if there are reasonable assurances that the following services will be provided:

(a) Technical assistance on how to implement the program

(b) Bilingual staff to troubleshoot and provide interpretation and translation

(c) Other necessary support services to the employee such as counseling, orientation and follow-up

(d) Job specific/vocational ESL

Service providers using refugee resettlement program funds should be enthusiastically urged to establish extensive cooperative linkages and formal agreements with the private sector, thus opening up more training and employment opportunities to the refugees. Joint ventures whereby the company provides the on-the-job skills training while the refugee program service provider conducts job specific ESL, have been successful.

(2) Curriculum Materials

Unlike much institution-based training, the curriculum and materials for OJT cannot be dictated by the goals and objectives of a course equipped with textbooks; rather it is governed by the specific skills that the trainees must master for the job in that company. The skills achieved are those gained through actual work.

Job specific ESL/VESL should be taught simultaneously with the on-the-job skills training. It is preferable that job specific ESL instruction be provided in plant (i.e., in the training setting, not at another site). However, when an educational institution is utilized, the VESL materials must correlate with the OJT. The input of the skills trainer is essential in the development of appropriate VESL materials. The importance of coordinating the activities of trainers and VESL instructors cannot be overemphasized. Coordination is needed to insure that trainees learn necessary language skills as well as technical skills. The VESL curriculum material should minimally include:

- Names of tools and equipment
- Safety language, and
- Spoken and written language necessary for on-the-job survival.

It is suggested that the VESL instructor observe and record the language used by trainers and other employees on the job and incorporate it into the lessons.

(3) Staffing

The company doing the training will most likely use present employees as trainers, e.g. foremen or supervisors. If the trainer is not bilingual, as is likely, a bilingual aide should be assigned.

Many businesses which hire large numbers of employees should be encouraged to make the investment of adding one or more VESL teachers to their staff, to enable the company to employ and train more limited English speakers. If companies who hire refugees are unable to address the language training needs of refugees, refugee service providers should seek ways to meet these needs.

(4) Scheduling

Because of the timing of work shifts and of company policies, scheduling for trainees to attend VESL training has been known to cause problems - especially if an outside agency is providing language training. Several options are offered:

(a) Negotiate with the company for release time during working hours with or without pay

(b) Schedule classes before or after working hours

(c) Conduct tutorial sessions after working hours and during weekends

(5) Staff Training

Training for company employees conducting skills training should minimally include the following areas:

(a) Basic ESL techniques and strategies (e.g. frequent repetition, use of simplified English)

(b) The clients' cultures and customs relative to the world of work

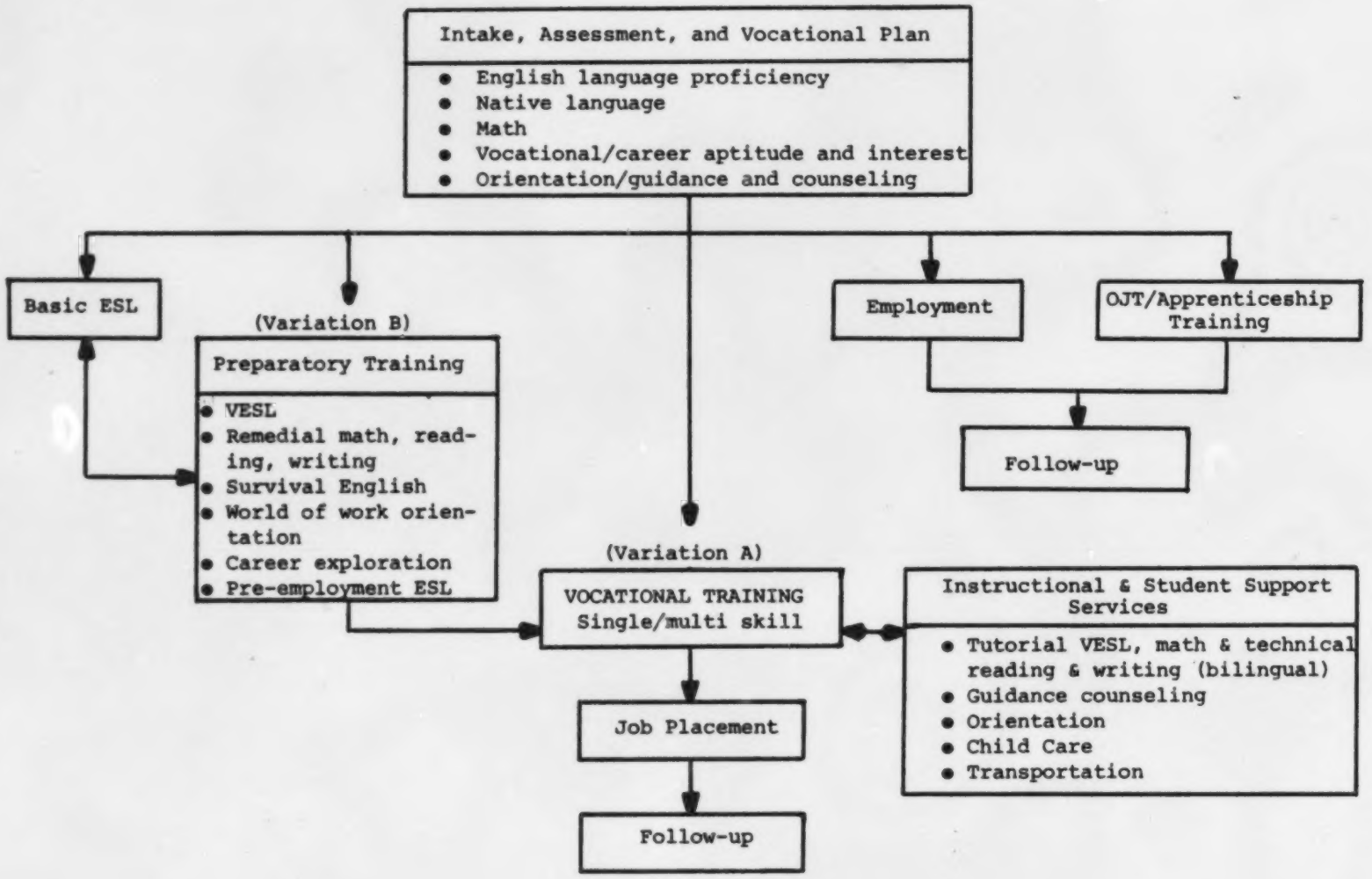
(c) Cross-cultural sensitivity

(d) Evaluation and assessment of trainees' progress

(6) Evaluation

Trainees' progress should be periodically evaluated by a team consisting of the trainer, the VESL instructor and the bilingual counselor/aide.

CHART III: MAINSTREAM MODEL - VARIATIONS A AND B



IV. SKILLS RECERTIFICATION

A. General Description

Working in the U.S. as a medical doctor, nurse, cosmetologist, plumber, or as one of the numerous other specialities requires licensing or certification. Skills recertification presupposes that the refugee client is already equipped with certain skills and competencies in a specific occupation, but does not have the appropriate license or certificate to practice in the U.S.

Skills recertification is an aspect of the overall education and training program, and can be a component of any of the vocational training models mentioned above.

B. Special Considerations

I. Intake and Assessment

Assessing the skills of the client and prioritizing his/her needs are important steps in the process of skills recertification. Once the skills and the certification from the home country (if any) have been identified, assessing employment and training needs is the next step in the process of skills recertification. To be evaluated are:

a. The client's English language proficiency

b. The client's past employment and education background

c. The client's needs for: a) employment (long and short term goals); b) licensing required; c) training or retraining needed to update skills.

At this point, career guidance and counseling should be provided, affording the client the opportunity to explore career options and realistically map out his/her career plans. A vocational inventory test, as well as interest, aptitude and personality tests may be given as applicable.

It bears emphasizing here that a client's employment needs for the duration of the recertification process must be addressed at the outset. The procedures for document translation and evaluation, and re-licensing if that is necessary, can be time-consuming. Clients may need assistance in locating immediate employment, and should be aware that even recertification does not guarantee a job in the end.

2. Document Translation and Evaluation

One of the cornerstones of the skills recertification process is document translation and evaluation. This step involves in-depth evaluation of the client's past education and employment experiences to determine transferable credit that can be validated and is acceptable to the State Licensing Boards and Credentialing Commissions; and to assess actual education and employment experiences, if any, in the U.S., to determine deficiencies.

To provide document translation and evaluation service to the client, the institution must:

a. Be adequately staffed, including a research specialist, evaluators and translators who are experienced and knowledgeable of both the American educational system, and that of the refugee's country of origin (or country of study). Staff members must be able to interpret and evaluate documents and, at times, reconstruct partial or missing documents and credentials. It is essential that the administrators/directors be bilingual and have expertise in the field of Admissions/Records and Evaluation.

b. Possess a thorough knowledge of the state's licensing regulations, laws and policies specific to the occupations.

c. Be recognized by the State Licensing Board.

d. Maintain coordination and linkage with the appropriate agencies.

One of the difficulties in evaluating credentials is the lack of original licenses and certificates. In some instances, the clients were unable to bring these documents with them. In this case, some form of substantive evidence must be produced. Sworn affidavits filed by individuals who are willing to establish the fact on the client's behalf have been used. This, however, does not guarantee that the institution in question will accept such evidence. Various other problems have been reported, as indicated in this quotation from the National Project for Indochinese Document Evaluation (NPIDE) funded by HEW from 1976 to 1980:

> "A number of problems are encountered in attempting to validate, translate, and reconstruct Indochinese documents. Documents must be checked to insure their authenticity. In cases where documentation is incomplete, special care is used to check for consistency between educational claims of an individual, and known facts on file regarding Indochinese institutions and curricula. Translations must be close to the literal, and yet must make sense in English. Indochinese curricula must be carefully assessed, and the gap between the French educational system (used throughout Indochina) and the American system must be bridged.
>
> Individual courses must be weighed to determine their U.S. range of equivalencies, if any, in respect to semester-hour value and scope. Final evaluation forms present the quantitative and qualitative characteristics of the Indochinese educational attainments."

It is apparent that document evaluation and interpretation require highly technical and specialized expertise which cannot be easily developed and implemented by refugee programs. The need for such services is patent if skills recertification is to be made an integral part of clients' employability plans.

The most effective and efficient way to provide this service is through a national project such as NPIDE.*

3. Program Services/Course Offerings

The implementation of a skills recertification program is solely dependent upon the client's specific occupation and the individual state's requirements. Therefore, while organizing the programs, the administrator should find out from the state office:

- what types of license or certificate is required for the specific occupation (re-licensing requirements vary considerably from state to state and may involve a variety of legal and bureaucratic procedures)
- what skills and/or information are required for certification
- what kind of test or performance is necessary
- who is allowed to offer training

The program services should be limited to:

- re-training and correcting academic and/or experiential deficiencies
- teaching appropriate English language for taking the certification test and working on the job
- teaching details of the American work scene with which the refugee may be unfamiliar.

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* The Indochinese Document Evaluation, Translation and Career Development Service Center for Applied Research and Evaluation, staffed by former NPIDE Staff members, is now in operation. For further information please contact:

Dr. Nguyen Thi Anh, Director
(Former NPIDE Co-Director)
P.O. Box 20348
Long Beach California 90801
(213) 430-1105

Taking the students' needs and the above factors into consideration, the institution may wish to offer one or a combination of the following courses:

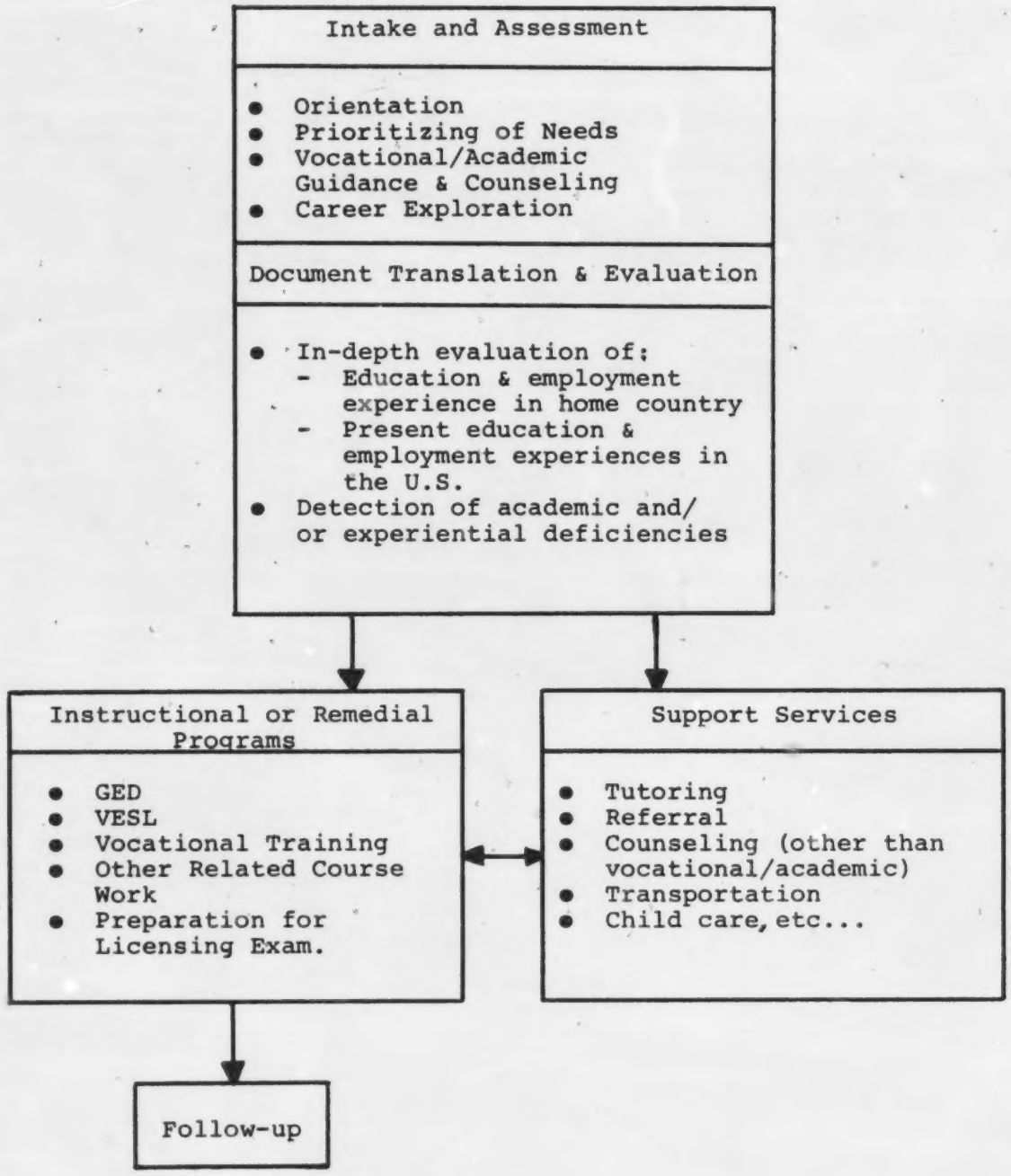
- General Equivalency Diploma (GED)
- VESL
- Vocational Training (Bilingual and/or Mainstream)
- Other related course work
- Preparatory course for licensing examination, including Test of English as a Foreign Language (TOEFL) preparation.

4. Support Services

The following support services where needed by a client, are crucial for success:

- Tutorial and remedial instruction
- Information and referral
- Financial assistance
- Guidance counseling
- Child care
- Transportation

CHART IV : SKILLS RECERTIFICATION



The Practitioner Workshop Project

Vocational Training and Skills Recertification Workshop

The Practitioner Workshop Project is a project of the Indochina Refugee Action Center, conducted under a grant from the Department of Health and Human Services, Office of Refugee Resettlement (HHS/ORR) (Grant #96-P-10003-3-01).

A series of seven workshops is being held. Each workshop deals with a different social service or services which can be provided Indochinese and other refugees through Department of Health and Human Services Title XX and/or Refugee Resettlement Program social services funding. The workshops are:

Orientation	- August 1980
Health-Related Services	- September 1980
Social Adjustment	- September 1980
Vocational Training and Skills Recertification	- October 1980
Employment Services	- October 1980
Outreach, Information and Referral	- November 1980
Refugee Resettlement Service Delivery Approaches	- December 1980

The goal and objectives of these intensive workshops are to:

- develop practical models and approaches to serve as examples of effective programs and as stimulants to new, quality project development in resettlement communities;
- develop models to stimulate acceptance and to serve as a guide for state human service administrators charged with making refugee social service funding decisions;

- facilitate communication between resettlement workers regarding approaches used in other locales;
- provide input from knowledgeable local resettlement practitioners into national program operations; and
- increase the very limited body of knowledge on effective resettlement practice in very pragmatic terms -- to move forward the state-of-the-art.

Each workshop is comprised of approximately 10 service providers who are involved in delivering social services to Indochinese refugees. Each workshop is three days in length, and is directed by a lead consultant designated by project staff. The lead consultant has primary responsibility for drafting a workshop report. The report is reviewed by project staff, workshop participants and by HHS/ORR, and then distributed by IRAC to major refugee resettlement information distribution sources and to resettlement practitioners. For each of the workshops, the report includes an introduction, with a definition of the service(s); necessary program considerations; a description of appropriate delivery settings; and various models or approaches for delivering the service(s).

The Vocational Training and Skills Recertification Workshop was held in Houston, Texas, October 15-18, 1980. The lead consultant was Tipawan Reed who is Director of the Illinois Adult Indochinese Refugee Consortium of the Northwest Educational Cooperative (NEC). The workshop was attended by twelve participants, all of whom work closely with vocational training programs for refugees. The names of the participants are attached. (See Appendix C for further information on the programs represented.)

Implementation Phase

This second six-month phase of the project will implement the practical models of service delivery developed in the workshops. Short-term, on-site assistance will be available to local resettlement practitioners who express a need for assistance in the program development areas covered in the workshops. Practitioners involved in the workshop phase will be linked with communities requesting implementation support.

The objectives of this implementation phase are to:

1. stimulate the development of effective refugee services in areas where services are either inadequate or non-existent;

2. encourage coordination among service programs, particularly in high-impact areas; and

3. assist specific groups (e.g:, and voluntary agencies) in enhancing their capacity to provide services to refugees.

The implementation phase of the project will be directed by a coordinator. The coordinator will assist specific agencies and/or communities who indicate a need of program development by matching them with experienced local resettlement practitioners identified through the workshops process. These practitioners will provide on-site technical assistance in a number of communities around the country. Services provided on-site may include the following:

a. identification of the delivery model(s) appropriate to the agency/community and its specific needs

b. development of service delivery plans, including specific modifications and implementation concerns

c. follow-up assessment and evaluation.

PRACTITIONER WORKSHOPS PROJECT

VOCATIONAL TRAINING AND SKILLS RECERTIFICATION

October 15-18, 1980
Tides II Motor Inn
Houston, Texas
Tel. (713)-522-2811

LYNDA RAGO BALL
Acting Refugee Program Supervisor
Minnesota Department of Education
Vocational Education Division
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KHOI TIEN BUI
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Occupational Training Services, Inc. (OTS)
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(714)-560-0411

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(713)-526-4611
(713)-447-2780 (home)

TIPAWAN TRUONG-QUANG REED
Director
Illinois Adult Indochinese Refugee Consortium
Northwest Educational Cooperative (NEC)
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Arlington Heights, Illinois 60005
(312)-870-4159

BARBARA SHOVERS
Instructor/Bilingual Vocational Specialist
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Project Director
ELESAIR Project
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(212)-255-4200

KUXENG YONGCHU
Bi-Cultural Specialist
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Portland, Oregon 97211
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OBSERVERS:

KATHY DO, Refugee Program Specialist
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Department of Health and Human Services
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Washington, D.C. 20201
(202)-755-1190

LEE RUSSELL, Coordinator
Indochinese Resettlement Task Force
Office of the Governor's Volunteer Services
P. O. Box 2960
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(512)-441-3355

CONFERENCE FACILITATORS:

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Practitioner Workshop Project
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(202)-347-8903

W. COURTLAND ROBINSON, Project Coordinator
Practitioner Workshop Project
Indochina Refugee Action Center
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Washington, D.C. 20005
(202)-347-8903

LYNDA RAGO BALL
Acting Supervisor
Refugee Programs
Minnesota State Department
of Education
St. Paul, Minnesota

Minnesota's State Department of Public Welfare, Refugee Resettlement Office, contracts with thirty local educational agencies to deliver language training, vocational training and support services, basic skills and other educational opportunities to adult refugees. Area vocational-technical institutes (AVTI's), community education programs and private agencies are utilized to provide these educational services.

In the area of vocational education, Minnesota's AVTI system has cooperated with Refugee Resettlement to expand its capacity to extend vocational training to refugees. A variety of approaches has been used throughout the state to meet the needs of refugees: bilingual, modified curriculum, vocational support services and pre-vocational (training preparation) approaches have all been explored and implemented. Further development of training programs to reach refugees of very limited English proficiency and formal education is a priority goal during FY 81.

JOANNA SCULLEY ESCOBAR
Educational Specialist
ESL/Competency Based
Illinois State Board of Education
Adult and Continuing Education
Section
Springfield, Illinois

From 1977 until recently, Joanna Escobar was Project Director of the Statewide ESL/Adult Educational Service Center - Illinois and the Indochina Teacher Training Center of the Illinois Adult Indochinese Refugee Consortium. Her current work with the Illinois State Board of Education involves her with both mainstream and bilingual vocational training programs.

MARY M. GALVAN
Educational Consultant
(Self-Employed)
Austin, Texas

Mary Galvan is a bilingual vocational education specialist with experience with Spanish and Asian populations and particular expertise regarding the vocational needs of limited English Proficiency (LEP) populations. Her other areas of expertise include: instructional techniques and resources, pre-employment and vocational ESL, and bilingual/bicultural career and vocational counseling.

FORREST HONG, MSW
Executive Director
Occupational Training Services, Inc.
San Diego, California

Occupational Training Services, Inc. (OTS) has developed on-the-job training (OJT) and English-as-a-Second Language (ESL) programs which emphasize client responsibility, preparation and self-direction. All OTS clients participating in OJT activities are provided job search and work orientation services, as well as the usual vocational counseling and necessary supportive services.

ESL programs include the following instructional focuses:

1) Survival/Basic English (basic English language skills, including asking and following directions)

2) Vocational English Instruction (basic vocational and occupational terminology)

3) Work Orientation (includes assessment of client's job experience and job preference, and provides basic knowledge of work values and employer expectations in the U.S.)

In addition, OTS has a Displaced Homemaker Project which will assist participants in identifying and developing work-related skills and determining their career goals.

YANI ROSE KEO
Job Placement Specialist
Catholic Charities
Houston, Texas

Yani Rose Keo is a job placement specialist and employment counselor for Catholic Charities, in addition to providing a variety of other resettlement services for Cambodian refugees in the Houston metropolitan area. She also teaches part-time at Houston Community College in the vocationally-oriented ESL program.

TIPAWAN TRUONG-QUANG REED
Director
Illinois Adult Indochinese Refugee Consortium
Northwest Educational Cooperative (NEC)
Arlington Heights, Illinois

The Illinois Adult Indochinese Refugee Consortium, under the auspices of NEC, administers 20 subcontracts throughout the state. Its major responsibilities involve:

1. Contract administration
2. Programmatic and fiscal evaluation and monitoring
3. Coordination and linkage
4. Staff development and training

The 20 subcontracts in turn provide a wide range of direct services including instructional, occupational and social services. Vocational training is provided using both the mainstream and the bilingual vocational models.

BARBARA SHOVERS
Instructor/Bilingual Vocational
Specialist
Gateway Technical Institute
Adult Basic Education
Kenosha, Wisconsin

The Adult Basic Education/Bilingual Vocational Education Program provides services to limited English proficiency persons of Spanish, Oriental, and European backgrounds. ESL classes are offered to this group on a beginning, intermediate and advanced level. Approximately 510 persons are currently enrolled in these classes which concentrate primarily on Survival Skills, although an occupational training context is sometimes used. ESL is offered but not required either before or during occupational training.

As part of an Indochinese Refugee Project, two full-time staff members work with Indochinese students in the capacity of teachers and community/agency liaisons. Funding for the project is through the Wisconsin Resettlement Assistance Office.

Occupational training classes leading to a diploma or a degree are offered monolingually. However, other bilingual vocational courses operate on an ad-hoc basis as the need arises. Prior to occupational training, bilingual "Hands-on Career Exploration Workshops" are now conducted in Spanish/English and Vietnamese/English. A Job Orientation class is also presented bilingually in Spanish/English and Vietnamese/English as well as fifteen-week pre-vocational classes and Drivers Education. Five aides and eight instructors are bilingual. Some instructional materials are offered in more than one language.

Counseling services are offered bilingually, and bilingual tutors are available to assist students. A cultural awareness program exists for staff development. An advisory committee consisting of representatives from industry, service agencies, staff and students assists in program planning and recruitment. Coordination is effected through personal contact.

KHANH VO
Project Director
ELESAIR (English Language and Employment Services for Adult Indochinese Refugees) Project
YMCA
New York, New York

There are two basic service components in the ELESAIR Project: an ESL program and subcontracts with trade schools for on-the-job training.

The ESL component offers five levels of English language instruction, ranging from high beginning proficiency to high intermediate proficiency (non-speakers of English are referred to other programs). Concurrent with ESL instruction, clients are offered career exploration workshops and orientation to the world of work.

The ELESAIR Project also subcontracts with local trade schools for on-the-job-training. The trade schools provide the Project with weekly attendance information and monthly progress reports on their clients. A counselor from the Program also makes regular visits to training sites.

KUXENG YONGCHU
Bilingual Specialist
Indochinese Refugee Project
Portland Community College
Portland, Oregon

In the 1980 fall term, the Indochinese Refugee Project served approximately 1,400 students, two thirds of whom were Hmong or Mien. The Project offers the following services in five decentralized locations:

ESL Instruction:

1. Literacy skills
2. Survival skills
3. Seven levels of English classes
4. Tutorial program with 400 volunteer tutors

Within both the ESL survival skills component and native language orientation, clients are provided with survival competencies and orientation to the world of work.

In addition, Portland Community College has developed Jobs in America, a series of 15 slide-tape shows designed to present vocational information to persons of limited English-speaking ability. Each six to eight-minute show deals with a specific job and consists of approximately 50 color slides showing persons engaged in the work. Cassette tapes in English and six other languages accompany each show. For more information contact:

Geraldine H. Pearson
Developmental Education
Portland Community College
1200 S.W. 49th Avenue
Portland, Oregon 97219
(503) 244-6111

ELI ZAL,
Coordinator
KHOI TIEN BUI,
Skill Guidance Specialist
Indochinese Refugee Programs
Houston Community College Systems
Houston, Texas

The Indochina Refugee Programs of the Houston Community College Systems is funded by the Texas Department of Human Resources and served 2285 students in the last fiscal year.

The programs offer essentially three services to refugees:

1. ESL. English language training is available for literate and illiterate refugees, and teaches language and social skills for coping on the job.

2. Vocational Training. The programs offer vocational training in the following fields: auto mechanics, air conditioning, clerical work, machine-shop, welding, word-processing and electronic technology.

3. Vocational Guidance and Counseling.

Resource Materials

1. Vocational Education for the Limited English-Speaking: A Handbook for Administrators

   From: Bilingual Vocational Education Project
   (BVEP)
   500 S. Dwyer
   Arlington Heights, Illinois 60005

2. Successful strategies for Bilingual Vocational Training under study. The monograph will be completed by March 1981. For further information:

   Ismael Lugo
   Inter-America Research Associates, Inc.
   1300 Wilson Boulevard, Suite 800
   Rosslyn, Virginia 22209

3. An information packet for Bilingual Vocational Programs is now available from:

   National Clearinghouse on Bilingual Education
   1300 Wilson Boulevard, Suite B2-11
   Rosslyn, Virginia 22209

4. Lexicon of Vocabulary Lists in Laotian and Spanish:

   a. Auto Mechanics
   b. Auto Body
   c. Machine Trades
   d. Welding
   e. Food Service
   f. Clerical
   g. Fiberglass
   h. Maintenance Mechanics

   From: Masako Shin
   Project Director
   Career Development Center
   School of Technical Careers
   908 S. Wall Street
   Carbondale, Illinois 62901

5. Machine Tool Glossary of Terms developed by Black Hawk College Indochinese Project, Illinois. Vietnamese and Laotian.

   From: Illinois Adult Indochinese Refugee
   Consortium
   500 S. Dwyer
   Arlington Heights, Illinois 60005

6. a) VESL materials:

(1) English as a Second Language/Custodial Assistant Training Unit: English Version

(2) English as a Second Language/Maid Service Training Unit: English Version

(3) English as a Second Language/Small Engine

(4) English as a Second Language/Nursing Assistant Preparation Unit: English Version

(5) English as a Second Language/Automotive Mechanics Preparation Unit: English Version

(6) Machine Tool Operations Training Unit: English and Spanish Versions

(7) English on the Job (three levels with cassettes): English/Vietnamese

From: Wisconsin Vocational Studies Center
University of Wisconsin-Madison
964 Educational Science Building
1025 W. Johnson Street
Madison, Wisconsin 53706

b) Pre-vocational Materials:

(1) Pre-vocational Auto Mechanics Skills Training Unit: English Version.

(2) Pre-vocational Auto Mechanics Skill Unit: Spanish Version.

(3) Pre-vocational Food Service Skills Training Unit: English and Spanish Versions.

(4) Job Orientation Unit: English and Spanish Versions

From: Wisconsin Vocational Studies Center
University of Wisconsin-Madison
964 Educational Science Building
1025 W. Johnson Street
Madison, Wisconsin 53706

7. Technical ESL: Machine Shop

Individualized modular materials covering basic machine shop concepts and vocabulary. Modules include: Shop Safety, Drill Press, Lathe, Milling Machine, Spatial Relations, Basic Mechanisms, Measurement, Language: The Passive Voice Structures are controlled to a "low intermediate" English level. Developed by Richard Bold for St. Paul Technical Vocational Institute. For more information contact:

Lynda Rago Ball
Refugee Programs
Minnesota Department of Education
550 Cedar
St. Paul, Minnesota 55101

8. Adult Vocational ESL, by JoAnn Crandall

From: Center for Applied Linguistics
3520 Prospect Street, N.W.
2nd Floor
Washington, D.C. 20007

9. "Designing a Curriculum Outline for the Work Situation", by Jan Laylin and Margaret Blackwell, TESL Talk, Winter/ Spring 1979, Vol. 10, Nos. 1 & 2.

10. "Occupational English as a Second Language" by Alicia D. Ramirez and Victoria L. Spandel, Foreign Language Annals, 13, No. 3, 1980.

11. Bilingual Vocational Oral Proficiency Test, 1979, Austin, Texas.

From: Resource Development Institute, Inc.
314 Highland Mall Blvd.
Suite 450
Austin, TX 78752

12. Jobs in America

A series of 15 slide-tape shows designed to present vocational information to persons of limited Engligh-speaking ability. Each six to eight minute show deals with a specific job and consists of approximately 50 color slides showing persons engaged in the work. Cassette tapes in English and six other languages accompany each show.

From: Geraldine H. Pearson
Developmental Education
Portland Community College
1200 S.W. 49th Ave.
Portland, Oregon 97219

FUNDING SOURCES

I. FUNDING SOURCE: EDUCATION AMENDMENTS OF 1976. TITLE II — VOCATIONAL EDUCATION (P.L. 94-482)		
Description	**Application**	**Population to be Served**
Part A, Subpart 2: Sequential occupational education programs which are directly related to the preparation of individuals for employment. Additional funding is available for the cost of providing specialized services to Limited English Speaking Adult (LESA)	Local education agencies and state institutions may apply. Contact: State Office of Vocational Education	Individuals, including LESA persons, requiring preparation for a career (non-baccalaureate) Level: Secondary, post-secondary, adult.
Part B, Subpart 2: Federal awards for Projects of National Significance. May include research, exemplary and innovative projects, vocational curriculum development, vocational guidance and counseling programs, vocational personnel training, and grants to overcome sex bias.	For information, contact: Howard F. Hjelm, Director Division of Research and Demonstration Programs of National Significance Education Dept. Room 5042, ROB #3 400 Maryland Avenue, S.W. Washington, DC 20202	For information contact: Division of Research and Demonstration U.S. Office of Education
Part B, Subpart 3: Federal awards for bilingual vocational training programs, bilingual vocational instructor training programs, and programs for the development of bilingual instructional materials.	State agencies, public and private non-profit educational institutions, organizations, and individuals may submit proposals. For information, contact: Dr. Richard H. Naber U.S. Dept. of Education OBEMLA BVT (Mail Stop REP 421) 400 Maryland Ave., S.W. Washington, DC 20202	For information contact: Division of Research and Demonstration U.S. Office of Education
II. FUNDING SOURCE: COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA)		
TITLE II: Program activities include classroom training - both academic and vocational, on-the-job training, work experience, counseling services, and job development.	Program eligibility inquiries and application information available from local Prime Sponsor and "Balance-of-State"	Economically disadvantaged and underemployed or unemployed persons. Level: Secondary, post-secondary, adult.

FUNDING SOURCE: COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA)		
DESCRIPTION	APPLICATION	POPULATION TO BE SERVED
6% - Supplemental Vocational Education Funding: administered by IOE to develop state coordination and to help local Prime Sponsor with classroom training and support services.	For information, contact: Local Prime Sponsor and "Balance-of-State"	Same as above
Title VI - Countercyclical Public Service Employment Program. Designed to provide work for long-term unemployed while helping agencies with needed manpower.	Non-governmental or non-profit agencies are eligible. Apply to: Local Prime Sponsor	(Persons employed under this funding must meet unemployment criteria.)
III. FUNDING SOURCE: COMMUNITY COLLEGE BOARD APPROPRIATION FUNDS		
Disadvantaged Student Grant: To provide courses and activities for disadvantaged, including: basic education, GED, ESL, learning center, specialized study, materials, tutoring, recruitment, counseling, job placement, in-service education.	Non-competitive proposal submitted by college districts prior to beginning of each fiscal year to contact: State Community College Board or State Office of Post Secondary Education.	Educationally disadvantaged (as defined by the individual college.) Level: Adult, post-secondary
General Studies: To provide preparatory courses (GED and ESL), developmental courses, adult basic education, and supplementary vocational skills training.	Reimbursement to community colleges for courses offered. Contact: State Community College Board or State Office of Post Secondary Education	Persons enrolled in community colleges.
IV. FUNDING SOURCE: EDUCATION AND TRAINING OF WELFARE RECIPIENTS (Title XX)		
Provide basic education, vocational training and supplementary services for public aid recipients.	Local education agencies apply by submitting a program proposal to (depending on the State): Either the State Education Department or the State Department of Public Welfare or Human Services.	Public Aid Recipients (A.D.C. and A.D.C.U. adults 16 years and over). Level: Adult, post-secondary